

# *Developing your Superpower – Writing for Action*

Writing 2: Rhetoric and Inquiry (5 units)

Summer 2022 with Tina Osborne

## **Course Description**

The pen is mightier than the sword. Now prove it!

Let's examine, explore, practice, and play with the skill, the art, and the power of writing in order to take action to improve the state of our world. Through an inquiry-based approach into how writers of various genres have helped effect change, we will explore the power of key rhetorical concepts. We will then develop our skills, as writers, learners, and leaders, by compiling a writer's notebook in which we analyze writing strategies, articles, and discussions. Finally, you will design your own battle of the pen by producing an annotated bibliography which will lead to a well-developed research paper to fight a struggle of your choice.

- We will be meeting several times via Zoom to discuss materials to a deeper level, answer questions, clarify concepts, and analyze examples and student writing, while we will use Canvas to access materials, analyze ideas through online discussions, peer review our work, and submit assignments.

## **Course workload:**

This is a five-unit, fully online course. You are expected to spend fifteen hours per week on this course. You will spend about 4 hours reading, 6 hours writing, and 5 hours reflecting and contemplating. If you are spending significantly more time than this and are unhappy, please see me. If you are spending less time than this, please contact me via email immediately.

## **Required texts and supplies:**

1. Reliable access to Canvas. Readings, videos, discussions, assignments, and announcements will all be provided via Canvas throughout the 10 weeks we are together.
2. You will be reading the FREE book, *College Writing* by Susan Oaks. The book is available online through our Canvas course in thanks to Open Educational Resources (OER) Commons - See the website [College Writing](#). We are also using chapters and sections from various other free online sources.
3. A writing handbook, like *Easy Writer* or *Rules for Writers*, from a prior UCSC Writing course. If you don't have one already, the [Purdue Online Writing Lab \(OWL\)](#), is a free

web source that has similar content. You are expected to use these resources to build your mechanical and technical writing skills that are expected of college-level writers but that are not covered in the course.

4. Access to Peerceptiv (~\$14). Please watch for information to sign up for this [peer review platform](#). We will not need this until week 5, but if you want a sneak preview - check out [Peerceptiv introduction](#).
5. For more information see

<http://ucsc.textbookx.com/institutional/index.php?action=browse#books/3366218/>

## Other:

1. a willingness to expand and deepen your thinking about writing.
2. a good attitude towards our class and each other.

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## Class Format and Meetings

**The official format of our class is Online Asynchronous (meaning we will not meet in person) but we will have several online group community meetings (with the whole class including the professor via zoom).**

Online courses turn the idea of attendance on its head. Online, you can "attend" class in your pajamas at 2 am in the morning, or sitting by the ocean on a sunny day. Attendance is not marked by your body being in a class, but rather by your participation within the class activities. This class is mostly asynchronous and requires time management skills, planning, and persistence.

You have the freedom to set your own hours but you must complete the work by the deadlines - generally Tuesdays at 11:59 pm and Thursdays at 11:59 pm. Major projects are generally due Mondays but you have the opportunity to turn them in the previous Saturdays for extra credit. We will have several optional zoom sessions throughout the semester. Please do your best to attend them or at least view the recording after.

## "Rules" we'll follow to guide participation

1. Check in and interact in the course at least three times a week (Put this in your planner now).
2. Participate in **both parts** of **all** discussions and complete all assignments in a timely manner.
3. Connect with me beforehand if you are going to be disconnected from the course for more than 5 days.

4. If you do not participate for 2 weeks in a row, you may be dropped from the course.
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## **Learning Outcomes:**

At the end of Composition 2 (C2), students will be able to:

1. Compose in more than one genre by responding to rhetorical situations and genre conventions according to readers' expectations and writers' purposes.
2. Ask questions and be guided by a strategic exploration of those questions in order to generate research topics and sustain meaningful inquiry.
3. Locate relevant source material, evaluate its credibility, and cite it appropriately.
4. Analyze and synthesize ideas in source material to produce projects that interpret and evaluate their own ideas and assumptions, as well as those of other writers.
5. Apply strategies when composing, revising, or evaluating their own work that enable them to follow conventions of professional English, such as arrangement, language use, mechanics, or documentation style.
6. Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.

**Writing 2** Provides declarative knowledge about writing, with a special focus on writing from research, composing in multiple genres, and transferring knowledge about writing to new contexts. Prerequisite(s): College 1 and satisfaction of the Entry Level Writing; or College 80A, 80D, or 80F and satisfaction of the C1 requirement. Enrollment is restricted to frosh, sophomore and junior students. Enrollment limited to 25. (General Education Code(s): C.).

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## **Enrollment Conditions:**

Successful completion of College 1 and Entry-Level Writing Requirement (ELWR) are prerequisites for students' enrollment in the C course (Writing 2). Enrollment is restricted to frosh, sophomore and junior students.

The purpose of UCSC's two-quarter composition sequence is to help students develop critical reading, thinking, and writing habits that will allow them to be versatile, flexible writers who communicate effectively in a variety of writing situations and disciplinary fields. These courses introduce students to writing knowledge and practices, such as developing strategies for composing and reflecting on their work; using and applying rhetorical concepts; identifying and

adapting genre conventions, including those of their discipline(s); finding and evaluating source material; and editing and revising their own work.

Writing 2 satisfies the Composition (C) GE requirement. Writing 2 provides declarative knowledge about writing, with a special focus on writing from research, composing in multiple genres, and transferring knowledge about writing to new contexts. Students must successfully complete Writing 2 before the seventh quarter of enrollment.

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## **Major Course Requirements**

You will prepare and submit four major writing projects based on the texts that I assign and your own independent research; complete minor writing assignments; and participate in canvas discussions/activities. You must read all assigned readings and complete all assignments by their due dates and plan to check in and interact in our Canvas course at least three times a week. Lastly, you will thoughtfully complete and actively engage in all activities, including writing, peer review, discussion, zoom conferencing, and assignments.

### **Overview of Major Projects**

Each major project must be completed in passing quality in order to pass the class; you will be able to revise non-passing assignments until they reach passing standing if you choose. Late assignments will not generally be accepted unless you request and are granted an official extension before the due date. The request must be in writing with a plan for turning it in including a new date and acknowledging that you will lose 2% of the points per day that it is late.

All essay drafts must be prepared according to MLA guidelines unless otherwise indicated. In general, you must use a conventional font (Times New Roman, or Times, 12-point font only), double-spaced, with margins no greater than one inch. Pages must be numbered and you will put your name, course and section number, date, and title on the first page of each essay. Also, we will write reflective paragraphs for you to reflect on your writing and communicate with your readers. All work will be submitted through Canvas.

### **Project 1: Analyze the Powers! (Genre analysis) - with a Partner**

Choose a genre – poems, lyrics, books, articles, posters – anything that has had “power” over you. Then, with a partner, analyze and compare two specific items (Each partner chooses one). As we study their power, we will explore key rhetorical concepts that you will share with the class in your own visual aid and with me in a 3 to 5-page essay (The essay is written with your partner and is worth about 15% of the class grade).

**Course Objective focus: Compose in more than one genre by responding to rhetorical situations and genre conventions according to readers’ expectations and writers’ purposes.**

Final Draft due Monday of Week 3 (Or Saturday of week 2 for extra credit)

## **Project 2: Choose your battle; assemble your helpers (Annotated Bibliography)**

After receiving approval to pursue your “battle”, your self-selected line of inquiry, you will prepare an annotated bibliography that summarizes, analyzes, and contextualizes three separate sources. (about 20% of the class grade)

**Course Objective focus: Locate relevant source material, evaluate its credibility, and cite it appropriately.**

Final Draft due Monday of Week 5 (Or Thursday of week 4 for extra credit)

## **Project 3: Fight Your Battle! (Research Essay)**

Based in part on the research you conduct for Project 2, you will compose an analytical essay that introduces your research question and its complex “answer” to non-specialist readers. Describe what your concern is and what superpower is needed. (about 35% of the class grade)

**Course Objective focus: Ask questions and be guided by a strategic exploration of those questions in order to generate research topics and sustain meaningful inquiry. Apply strategies when composing, revising, or evaluating their own work that enables them to follow conventions of professional English, such as arrangement, language use, mechanics, or documentation style.**

Final Draft due Thursday of Week 9 (Or Tuesday of week 9 for extra credit)

## **Project 4: Developing your Power (Writer's Notebook)**

You will create a writing journal to analyze the growth of your superpower – and to record what you have learned about writing this quarter. In this self-directed, ongoing assignment, you will become more aware and in control of your own language choices and you will develop a personalized approach to writing as an everyday practice. You will write 15 entries about course readings and class discussions, 10 entries about writing studies that are interesting and helpful to you, 5 entries about great writing examples, and a conclusion about what you learned about writing in this assignment and in our class. (about 10% of the class grade)

**Course Objective focus: Analyze and synthesize ideas in source material to produce projects that interpret and evaluate their own ideas and assumptions, as well as those of other writers. Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.**

Final project due Thursday of Week 10 (Or Tuesday of week 10 for extra credit)

## **Final:**

In week 10, you will complete an online final asking you to review and reflect on the material you learned this quarter. The format of the final will be multiple-choice based on the quiz questions as well as several questions that you will answer in complete paragraphs. (3% of the class grade)

**Course Objective focus: Reflect critically on how to apply their processes for writing and analysis to writing projects in other contexts, within and outside the university.**

## **Groupwork:**

Some weeks you will work with a small group of your classmates to complete a low-stakes group assignment to compose group paragraphs. You can pick your individual roles in these assignments and it is up to your group if you work synchronously through zooms or asynchronously through email, shared google doc, or a different platform. Your first major project is also an essay written with a partner. Contact me if you are having trouble with your partner, groups, or these assignments. Other projects can be completed with a partner if you so desire.

**Course Objective focus: Ask questions and be guided by a strategic exploration of those questions in order to generate research topics and sustain meaningful inquiry. Locate relevant source material, evaluate its credibility, and cite it appropriately.**

## **Peer-Reviews:**

This class is based upon a workshop approach; we will have many discussions and peer-review sessions to assist one another with writing and revision. Participating and actively engaging can help you in two major ways: you can get ideas and feedback from your peers about what's working and what's not working in your essay so that you know what to do in a revision, and you learn more about writing by being a reader of others' work and providing feedback. Participating in essay workshops can also be scary at first: it's not easy to share your writing—especially your not-yet-polished-writing—with an audience. Please plan to be a respectful reader and collaborator, and please expect your peers to be equally respectful when they respond to your work. We will use both canvas and Peerceptiv to peer review.

## **Revision:**

Revision - meaning rethinking, rewriting, and redrafting our work - is an essential part of our course. Revision allows us to incorporate feedback from others as well as the new levels of understanding we achieve through discussion and readings. We will work to identify the strengths and opportunities for improvement in our own work and in our peers' work and to incorporate this feedback, cultivating multiple drafts of assignments that will ultimately lead to a stronger piece of writing.

## Permission:

I would like your permission to share your writing (anonymously!) with other writing teachers, administrators, students and your peers. Your work might also be needed for assessment of the Writing Program and writing courses. If you have any objection to this please notify me.

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## Time Management

Time management is a critical skill and a daily challenge for all us! Remember that writing is a *process*. This means it does not get done all in one or two or even three sittings. There are many steps to attend to along the way in order to produce a complete, clear, engaging essay. Give yourself the very best chance to succeed by allowing plenty of time to brainstorm, outline, create one paragraph at a time, and complete the process. I suggest adding due dates to your academic calendar. Your essays should be fully written **three days before** the due date so you have the time to seek help, revise, proofread, and edit your draft before submitting your best work. Since I am also requiring peer review drafts of all the major projects, it is in your best interest to have complete work ready for your partner to analyze and respond to.

## Timeline

While some courses are self-paced, this course follows a weekly schedule. Each week you'll interact with your peers in weekly discussions and complete a series of activities and assignments. The weekly schedule allows us to learn from one another, and it keeps everyone on a path toward our learning goals. My recommendation is for you to schedule out at least 3 time slots in your week when you will dedicate your life to our class. At this time, give your phone to someone else, and focus just on the work required for our class!

Each week, start by scrolling through the module to see what we will be working on and what you will be required to do. Then read the articles or chapters and view the videos, annotating and taking notes.

Weekly discussion posts (you are required to do between 1-3 posts per week) will generally have two due dates. The initial post is due **every Tuesday by 11:59 PM** and response to 2 peers is due the **Thursday after by 11:59 pm**. Discussion posts are awarded **5 points** and require complete, correct sentences in the original post and the replies. Reserve at least two time slots for these.

When you are ready, take the weekly quiz. Quizzes are based on the articles, books, and videos, are mainly multiple-choice and matching, and are due on **Thursdays**.

Every week you will work on one of the major writing drafts by submitting a draft, an outline, or turning it in. Generally, drafts are due on **Tuesdays** and a peer-review of at least one classmate is

due the **Thursday** after. The final draft of the first two projects are due on **Mondays** and the last two are due on **Tuesdays**. (There will be extra credit available if you turn them in early)

## Modules will guide you

We will work on one module every week and every module follows a similar organization and timeline. In each module, you will see

- many pages with information for you to read or short videos for you to watch. Take good notes on these. Yes, take notes on a separate piece of paper! Clear, complete notes will help you on your final, on quizzes, on discussions, and with your essay. Project 4 also requires you to turn in notes on some of your readings. Plan to spend about 3 hours per week reading this material and another 3 hours writing and reflecting on it.
- at least one quiz checking your comprehension of the main points of the readings and videos. You can use your notes and you can refer back to the reading when taking these quizzes which should take about an hour per week.
- about 1-3 discussions per week. All discussion posts should be responded to with 5-7 full, complete, correct sentences. The initial reply each week is due on Tuesday and two responses to 2 classmates' comments is due two days later - on Thursday. Points will be deducted if the reply or the response is late and responses more than 3 days late may not be given any points. These are practice writing sessions but all writing needs to be seen as writing - meaning proofread it and check it a second time before you press the save button. Reading, posting to these discussions, and reflecting on them should take about 3 hours per week.
- one writing assignment related to the essay due each week (generally an outline, a peer review draft, and a final draft). These are the BIG assignments and plan on spending about 5 hours per week on them.
- There might also be partner or group work, conferences through zoom, and other activities as indicated in the modules.



## Organization within the Modules

- The section, "**Articles, Books, Videos - Please read, watch, or listen; annotate and take notes in your journal**" has articles, chapters, and videos for you to review.
- The section, "**Extra Information about Specific Topics**" contains pages with more short videos and texts for you to focus on in preparation for the writing project. Every module has one quiz based on these pages and on the reading materials and videos.
- The section, "**Discussions - Please post, read, and respond**" has discussions and wikis (collaborative writing) for you to complete.
- The section, "**Writing Tasks**" has assignments and information related to our major projects.

## Late Work

Submission dates and times are firm. Due to the nature of this course, late work for the peer reviews and the 4 major projects is generally not accepted. If you must turn in a project late, you must email me a request with a plan for turning it in including a new date and acknowledging that you will lose 2% of the points per day that it is late. I may or may not accept your plan depending on the situation and your performance in this class. If you have a medical emergency or family crisis, please contact me **immediately** for guidance as to how to proceed with this course. I will do my best to accommodate crisis situations, and support your success in this class.

## Stay caught up!

Your participation is an important part of the success of this course, but I also recognize that we each have our own work, family, and friends, and, because we're human, sometimes we're just swamped or under the weather. If you've reached a point where you can't meet a deadline, please contact me--we'll work together to make a path to success.

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## Grading and Evaluation

Your final grade will reflect your performance on 4 major writing projects, quizzes, discussions, peer-reviews, and the final. The final course grade is based on a percentage of points divided into various categories. Extra credit is given periodically.

### Grade Overview

#### Final Grade:

#### Estimated Grade Breakdown

·	<b>4 Projects: 65% of your final grade</b>	·	<b>97-100% of the final points = A+</b>
○	Project 1: 150 points	·	<b>93-96.99%= A</b>
○	Project 2: 200 points	·	<b>90-92.99%=A-</b>
○	Project 3: 350 points	·	<b>87-90.99%= B+</b>
○	Project 4: 100 points	·	<b>83-86.99%= B</b>
·	<b>Discussions: 12% of your final grade</b>	·	<b>80-82.99%=B-</b>
·	<b>Peer-Reviews: 12% of your final grade</b>	·	<b>77-80.99%= C+</b>
·	<b>Quizzes: 8% of your final grade</b>	·	<b>73-76.99%= C</b>
·	<b>Final: 3% of your final grade</b>	·	<b>70-72.99%=C-</b>
		·	<b>67-70.99%= D+</b>
		·	<b>63-66.99%= D</b>
		·	<b>60-62.99%=D-</b>
		·	<b>below 60%=F.</b>

It is your responsibility to keep track of your grade though I will post and update it regularly on Canvas. Please email me if you have questions or concerns.

Note: The final grade of C-minus in Writing 2 grants credit towards graduation, but it does not satisfy the Composition (C) General Education Requirement. Students who receive a grade of C-minus or lower must repeat Writing 2 to satisfy the C requirement.

## **Evaluation:**

All assignments, discussions, and projects have rubrics that outline the criteria needed for success in order for students to understand what their grades are based on. Make sure you review those before turning in or completing an assignment. Students earn full points when they include all the elements required as indicated in the assignment. Points will be taken off for all work that is late and it is your responsibility to contact me if you miss a deadline and wish to still submit an assignment or a discussion (after a certain point, I cannot accept late work).

## **Technology Help:**

- [How do I view my grades in a current course?](#)
- [How do I approximate my assignment scores using the What-If Grades feature?](#)
- [How do I view my grades in a concluded course?](#)

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## **A little about me (Tina)...**

I am originally from Hamburg, Germany. I moved to the United States when I was eight years old and spoke only a few words of English. I grew up in Cupertino when it was still apple orchards. I then went to UCSC to study Biology and to surf. Oh those were the years. Yes - I was a student here and I was a science major first. Upon graduation, I worked as a Research Assistant for a year, and then after a romance on a trip to Machu Picchu, I decided that I should be pursuing my passion - teaching. I started teaching English as a Second Language (ESL) in a library in Campbell, and I still remember my first students. I loved teaching, so I returned to school to get a Masters in Teaching English and a certificate in teaching Composition at SFSU. I then taught ESL for various adult schools and

started teaching Composition at Cabrillo in 2003. I started teaching writing at UCSC in the spring of 2020.

I also have a lot of experience with online teaching. I even taught my English classes remotely from Antarctica in 2010; my students were able to interact with the scientists and engineers from my expedition while improving their writing skills. After many classes in how to teach online, I received a certificate in [Online Teaching and Design](#) from the Online Network of Educators in May of 2020 and I completed the [Integrated Course Design for Remote Instruction](#) course through UCSC in July of 2020.

I love other cultures. I've lived in Germany, Ecuador, and Spain and I've traveled to many places such as most of Europe, Mexico, Honduras, Peru, India, Thailand, New Zealand, and Egypt. I was even on an expedition to Antarctica which you can read about on <https://www.polartrec.com/expeditions/antarctic-seafloor-ecology>.

Something somewhat unique about me is that I am a triplet. I have two sisters - two wombmates - who were born one and two minutes before me. I also have an older brother who escaped his sisters to go live in New Zealand. Right before Covid, I took my family to see him and tour his beautiful country. I am married and have two rambunctious little munchkins - Denali, my sporty little boy, and Skylar, my sassy, adventurous little girl.

In my spare time, I love to be with my kids, read, swim, and run. In 2018, I ran the Big Sur Marathon. I didn't train as hard as I should have and was stoked to finish strong, with a smile, in five hours and 48 minutes - 12 minutes before they would have stopped me.

## Connecting with me

I am a participant in this class too! I'll be responding in discussions and in peer reviews, and I'm available to you via email, phone, or zoom. Please ask if you are ever unclear or uncertain about anything. I'm here for you, but it is also your responsibility to reach

out to me to get help. I don't bite and I love getting to know you students, so please try to reach out at least once.

- **Email:** Email me at [beosborn@ucsc.edu](mailto:beosborn@ucsc.edu) or through the Canvas mail system. Usually I



will respond within 48 hours if not much sooner.

If I have

not responded, please try again, potentially with the other email or throughCanvas in case your email got sorted into my Junk folder.

- **Phone:** You can call me at 831-420-7846 though I don't answer my phone very often. Leave a message and I will call you back within 48 hours. Texting is faster and I should respond within 24 hours.
- **Office Hours:** Check the announcements to links that I will send out so you can teleconference with me. I have designated hours on Tuesdays and Thursdays from 9-10:30 but I'm also here for you at times that work best for you. Send me an email and we'll connect.
- **Announcements:** I will send 1-3 announcements per week regarding reminders of what's due, on and off-campus events that are relevant to this class, extra credit opportunities, and any changes that occur in the calendar or class should they arise. These are critical. Make sure you set your notification so that the announcements get sent to your email. ([See how to set up your notifications](#))
- **Discussion Posts and assignment text boxes:** Like you, I will respond to assigned discussion posts. I will also regularly leave comments regarding assignments in the speed grader. Look for my comments and ask if you don't understand something.
- **Pronunciation of names:** Please call me Mrs. Osborne or Professor Tina and I go by she/her/hers.

If you have technical challenges, please use the **Help icon** in the global navigation to:

- Access the [Canvas Guides](#)
- Call the Canvas Helpline at **1-844-865-2568**.

## Writing is Creative!

My goal is to help you succeed. What does success mean to me as an instructor? I will work to alleviate fears or myths about the writing process so you develop confidence in your ability to express your own thoughts and ideas clearly on the page. Writing, even in college classes, is a creative endeavor. Within grammatical "rules" and academic approaches to writing, there are many opportunities to think for yourself, to respond in writing to what you read and experience in a unique way, the way *only you* can respond.

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## **Academic Integrity and Plagiarism**

### **What is academic integrity?**

Academic integrity means honesty in academic work. All of your coursework should be a result of your own efforts. You may feel pressured and overwhelmed by the demands of school, work, and personal commitments. But you are expected to approach your work with honesty and integrity. Please read the [Academic Integrity page from the Office of the Registrar](#) for more information.

### **Do**

- Trust your own intellect.
- Demonstrate your own achievement and abilities.
- Do original work for each course.

- Undertake research honestly and credit others for their work.
- Ask for help from your instructor, or for more time if you need it!

## **Don't**

- Copy ideas or wording without citing your source.
- Copy answers from another student.
- Ask someone else to do your work for you.
- Take an exam or complete an assignment for another student.
- Purchase papers or have someone write a paper for you.

For resources on how to properly cite documents, see the [Library](#) or the [Purdue Online Writing Lab](#).

## **Academic Dishonesty:**

The two most common kinds of academic dishonesty are cheating and plagiarism. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means (see examples below). Plagiarism is representing the work of someone else as your own and submitting it for any purpose (see examples below). It is your responsibility to know what constitutes academic dishonesty. Interpretations of academic dishonesty may differ among individuals and groups. However, as a student at UCSC, you are expected to refrain from the behavior outlined below. If you are unclear about a specific situation, speak to your instructor or see our misconduct policy (<https://ue.ucsc.edu/academic-misconduct.html>Links to an external site.).

The following list exemplifies some of the activities defined as academic dishonesty:

### **Cheating:**

1. Copying, in part or in whole, from someone else's test;
2. Submitting work presented previously in another course,
3. Altering or interfering with grading;
4. Using or consulting, during an examination, any sources, consulting others, use of electronic equipment, including cell phones and PDAs, or use of materials not authorized by the instructor; or
5. Committing other acts that defraud or misrepresent.

### **Plagiarism:**

1. Incorporating the ideas, words, sentences, paragraphs or parts of another person's writings, without giving appropriate credit, and representing the product as your own;
2. Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own;

3. Submitting a paper purchased from a research or term paper service, including the internet;
4. Undocumented Web source usage.
5. Online tools exist and may be used to check for plagiarism.

## **Other Specific Examples of Academic Dishonesty:**

1. Purposely allowing another student to copy from your paper during a test;
2. Giving your homework, term paper or other academic work to another student to plagiarize;
3. Having another person submit any work in your name;
4. Lying to an instructor or college official to improve your grade;
5. Altering a graded work after it has been returned, then submitting the work for re-grading;
6. Stealing tests;
7. Forging signatures on other college documents; or
8. Collaboration without permission of instructor.

## **Consequences of Academic Dishonesty:**

Academic and/or administrative sanctions may be applied in cases of academic dishonesty. Academic consequences may include:

1. Receive a failing grade on the test, paper or exam;
2. Have your course grade lowered;
3. Drop from the course.

Administrative consequences may include:

1. Be placed on disciplinary suspension; or
2. Be expelled=